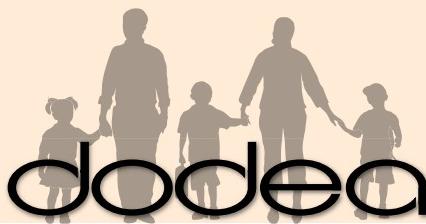


Parents Guide To

FIRST GRADE

Instruction



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Message from the Director

Dear Parents:

The Department of Defense Education Activity (*DoDEA*) is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous content standards aligned with national guidelines and standards. But even the most rigorous standards cannot make schools and students successful without the support of parents.

This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas-reading/language arts, mathematics, science, and social studies-at the first grade level. These expectations are aligned with the first grade curriculum that is used by the classroom teacher for daily instruction. The booklet also provides examples of what your child is learning in the classroom, and what he or she should know and be able to accomplish upon exiting first grade. In addition, it provides suggestions and tips on how you can help him or her at home.

I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in first grade. Working together, we can ensure his or her success and start him or her down the path to life-long learning.

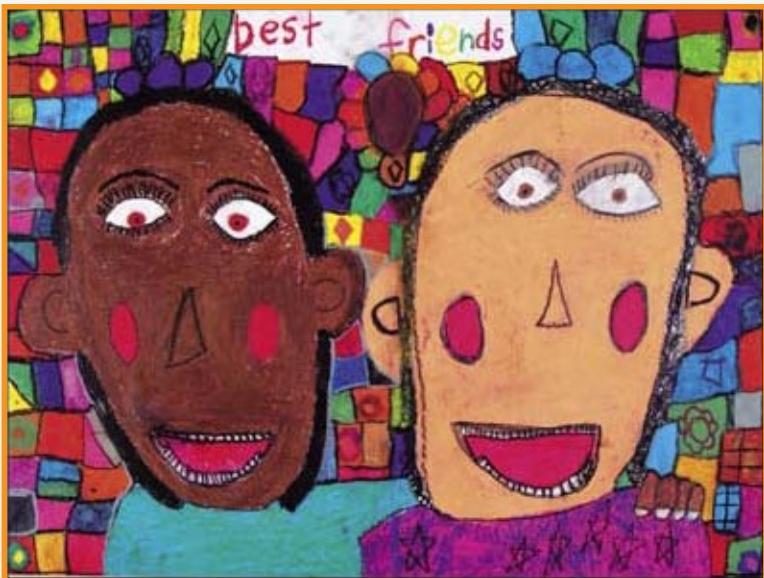


Joseph D. Tafoya
Director
Department of Defense Education Activity

Welcome to First Grade

The Department of Defense Education Activity (*DoDEA*) has followed the national trend in setting high expectations, or standards, as a basis for teaching your child. By setting standards, DoDEA provides parents and teachers with guidance on what we want children to learn. Standards spell out exactly what skills and knowledge we expect your child to be able to do and understand. Research shows that children do better if high expectations are set.

Your child was exposed to the beginning stages of reading at a very early age. When you first read to your child, he or she learned that the "squiggles" on the page caused you to say certain words. You were helping your child get ready to start school when you sang the alphabet song, or played with games or toys that emphasized letter names and sounds. In the first grade, your child will learn that letters and spelling patterns represent sounds that make up words. This is an exciting time for your child, as he or she will gain independence in learning.



Alyssa Kwiatek
Oil Pastel, "Best Friends"

Help Your Child Find Success

Developmentally, your child may mature at a slower or faster pace than others at his or her age level. We know that a child's strengths and weaknesses will influence how he or she receives and processes information. Given this factor, we see standards as a "road map" to gauge how a child is progressing across the system. It would be unrealistic to expect all children in a classroom to reach these expectations at the same time. Research indicates that while some children will meet the standards early in the school year, others won't satisfy them until later in the year. What is important is that each child—your child—has the confidence and encouragement to work toward meeting these standards.

This booklet reflects only some of DoDEA's standards or expectations for English/reading/language arts, mathematics, science, and social studies for Grade 1. (*Please log on to the DoDEA website, www.dodea.edu for the complete standards.*) You, the parent, play an important role in your child's education. Rather than guessing at what your child is expected to learn in first grade, work with his or her classroom teacher and the school to gain a better understanding of how to help him or her master first grade skills. Some suggestions on how to help your child meet the DoDEA standards:

Take an Active Interest in Your Child's Daily Life

Your child will be excited when he comes home from school each day. Take time to talk with your child about school experiences. Make it obvious that what he or she has to say is important. Ask yourself how you can help him or her make these daily activities meaningful. A good way to help with developing understanding is to ask questions or have your child explain how the activities were completed. When you listen, help your child use descriptive words (*e.g., not just "butterfly," but "a colorful butterfly," "a soft butterfly," "a new butterfly"*) so that you are improving his or her vocabulary and expressive skills. If your child uses inappropriate grammar or plurals, repeat what he or she has said correctly (*e.g., Your child says, "The mouses ran down the wall," and you say, "Yes, the mice ran down the wall." This method is far more effective than correcting your child outright by saying, "It's not mouses, it's mice."*). Your enthusiasm in listening to your child talk about his or her learning experiences will result in a positive attitude towards school.

Review Schoolwork

Your child will be proud of his or her schoolwork. Take time to look at it and to ask questions about how he or she went about completing it. Praise your child and emphasize that he or she should be proud of the work. If the work is unacceptable, guide him or her in problem solving how to make it better. Let your child know that making mistakes is a part of work, and that we should learn from our mistakes so that we can do a better job next time. Your child will be thrilled when you display his or her work in your home, (*e.g., hanging his work papers on the refrigerator.*)

Encourage Curiosity and Motivation

First graders who come to school with an array of experiences like speaking, listening, reading, and language are generally prepared to meet the first grade literacy standards. For your child to develop competency in these skills, he or she needs the motivation and curiosity to learn further. You, as a parent, can help provide the interest and desire to learn more by helping your child find answers to his or her questions. Make learning fun and meaningful. If your child sees purpose in learning, he or she will be more likely to leap ahead and discover new worlds.

Promote Understanding

For your child to fully understand the purpose of learning, he or she will need to realize how it applies to his or her own life. Help your child make this connection by providing experiences with clocks, money, calendars, following directions, reading signs or directions, writing short notes or lists, and word games.

What if your child can easily read and sound out words he or she doesn't know, but then struggles to understand the meaning of a story? Help your child gain understanding by telling him or her to look at the pictures for hints about what is happening, or take short sections of the story and ask him or her to predict what he or she thinks will happen next. Talk about the purposes of the characters and describe the relationship between events in the story. It is very important to talk about the story as you read it together, letting your child use his or her own words to retell the story. The more your child reads, the more words he or she will learn. Read, read, and read some more each day!

Be Prepared

Classroom teachers indicate that children who are organized are better equipped to learn. What can you do to help your child be better prepared for school? It's important to structure your daily life so that your child knows that he or she will have a daily study time. (*First graders usually work on schoolwork at home for 2-4 hours per week.*) Help your child prepare for the next school day by getting his or her clothes ready the night before, and by placing any schoolwork he or she needs to take to school at the door. Right before your child goes to bed, read together for at least 20 minutes. If your child is familiar with a daily schedule at home, he or she will be more organized in school and play.

Physical Activity, Nutrition, and Safety Tips

As a parent, you have an important role in shaping your children's physical activity, nutrition, and safety attitudes and behaviors. Help keep them safe, healthy, and ready to learn. Here are some things you can do.

Offer positive reinforcement for the physical activities in which your children participate and encourage them as they express interest in new activities. It is recommended that children participate in at least 60 minutes of moderate-intensity physical activity most days of the week.

Plan your children's snack choices. If no cookies or candies are available, fresh fruits and vegetables will look more appealing. Try to keep a selection of vegetable and fruit snacks ready to eat.

Create a safe home and community environment. Teach your children to stop at the curb and to never cross the street without an adult. Make sure your children wear helmets every time they ride a bike or scooter.

Reading and Writing

Reading

Students work on matching sounds to letters and putting them together in order to read meaningful, connected text.

Children will generally enter first grade knowing alphabet letter names and sounds. They will learn to put sounds and letters together to make words, words together to make sentences, and sentences together to make paragraphs and stories.

You can help by having your child:

- Blend sounds to make a meaningful word (e.g., *play word games that require him to blend sounds like /t/o/p/ for top*).
- Separate the sounds by saying each sound separately (e.g., *cat = /c/a/t/*).
- Recognize about 150 high-frequency words in reading texts (e.g., *playing board games with words can help him learn to read sight words such as "the" and "an"*).

Students read books aloud and silently to get meaning of the text.

Students will learn strategies to independently read new stories and books. After reading the text, students will summarize the story or book in their own words and describe what information they learned.

You can help by having your child:

- Read stories from a reader with fluency.
- Read library books or other texts at the same level as the reader.
- Correct himself or herself while reading.
- Use speech patterns, pauses, and emphasis in reading text.
- Use the cues of punctuation to help get meaning from the text and to practice fluent reading skills.
- Self-monitor his or her reading to determine whether the words sound right given the spelling of the words.
- Self-monitor the reading text to decide whether the words make sense in relationship to the rest of the sentence or story.
- Retell the story after reading it.

Reading and Writing

- Tell what the story is about (*e.g., read books together and then have your child explain what he or she read in his or her own words. Read books by the same author or about the same topic, and then have your child compare the books.*).
- Describe in his or her own words what new information has been learned.
- Answer comprehension questions beginning with who, what, when, how, and where.
- Ask questions to help clarify what has been read.

Students develop habits to read independently or with assistance.

Students will read books every day. They will go from listening to stories to reading stories to others. They will be assisted with difficult texts to prevent frustration. Children will be encouraged to read more if they see parents or other family members regularly reading and enjoying newspapers, magazines, and books.

You can help by having your child:

- Read one or two books every day independently or with assistance.
- Discuss the stories read with you.
- Compare the stories he or she has read (*e.g., ask your child how the main character in one story is different from the main character in another story. How are they the alike? How are their "adventures" different/alike?*).
- Read a favorite book several times for better understanding.
- Read neighborhood signs, labels on cans and boxes, or directions on games and toys. (*He or she will find this exciting and challenging if you make a game of it.*)
- Read his or her own writing aloud to you to see if it makes sense.



Reading and Writing

Students learn new vocabulary words to make sense of what they read.

Students will talk about the meaning of new vocabulary words they come across in independent and assisted reading, and then use these words to write sentences, paragraphs, and stories.

You can help by having your child:

- Learn to make sense of new words from the way they are used in the reading text.
- Understand how learning new words can help your child when he or she reads.
- Learn the meaning of individual words (*e.g., make a list of new vocabulary words, talk about their meanings, and then help your child use the words in daily conversations.*)
- Understand that the same word can have different meanings (*e.g., when a word has more than one meaning - such as the word bat - talk about it and have your child tell you the other meaning(s) of the word.*)

Writing

Students write every day, both independently and with a partner.

Sometimes students will be given a topic to write about, sometimes they will come up with their own story topics.

You can help by having your child:

- Write daily (*e.g., in a journal or in story format*). (*For this activity, spelling and punctuation are not important.*)
- Read aloud work your child has completed at school.
- Share information you've researched together on the computer or at the library by drawing or writing a story about what he or she has learned. (*Sharing information learned will increase his or her interest and build self-esteem.*)
- Edit and proofread his or her own work, as appropriate. (*You may want to discuss how to best edit first grade writing with his classroom teacher.*)

Reading and Writing

Students begin to connect with reading through writing exercises.

Students will use more complicated and descriptive phases as they progress through first grade.

You can help by having your child:

- Make a plan on how to sequence or order events in writing (*e.g., provide a story starter and have him finish the story by writing a middle and an end*).
- Be creative and use descriptive words when he or she writes.
- Use dialogue in writing his or her story.
- Use phrases that show reactions, such as “I wondered” and “I thought.”
- Produce writing that uses the full range of his or her speaking vocabulary.
- Draw on his or her own experiences to write stories (*e.g., have your child write about a family trip to the zoo*).
- Develop a main idea for a story.
- Write a summary of a book or a story he or she has read.
- Report information to someone else in writing (*e.g., write down what he or she did in school*).
- Give instructions to someone by writing them down (*e.g., have your child write down directions for making his or her favorite sandwich*).
- Make simple written comparisons of books or stories.
- Show some awareness of punctuation and capitalization.



Mathematics

Numbers and Operations

Students use the concept of place value to put together and take apart whole numbers up to 100.

Students explain, model, and demonstrate the meaning of addition and subtraction with whole numbers.

You can help by having your child:

- Practice lining up objects and counting the position such as 1st, 2nd, and so on, up to 20th. (*E.g., "This is the 3rd fork I've taken out of the dishwasher."*)
- Identify page numbers up to 100 in books and magazines as "odd" or "even."
- Play "How Close Can You Get?" First, guess the number of objects in a set of up to 18 objects. Next, count the number of objects in the set. Finally, find the difference between the number guessed and the actual number of objects.
- Identify pennies, nickels, dimes, and quarters, and make combinations up to 25 cents. Play pretend store with toys having the child take the role of customer one time and cashier another time.
- Count objects by 1's, 2's, 5's, and 10's, up to 100.

Algebra

Students recognize, extend, and create patterns.

Students recognize and describe changes using words and numbers.

You can help by having your child:

- Play a memory game with a partner such as arranging paper clips, marshmallows, or other items in a pattern while the other person closes his or her eyes. The other person views the pattern quickly and then repeats it. Start with 5 items, and then increase to 10.
- Create a pattern using three different kinds of pattern blocks or objects.

Mathematics

Geometry

Students describe the attributes (*shape, size, color, number of sides*) and parts of two-and three-dimensional shapes.

Students identify size, shape, color and number of sides for objects.

You can help by having your child:

- Go on a shape hunt for 3-D objects such as a sphere (*ball*), a cylinder (*can or glass*), or a cube (*box*). Prepare a chart to keep track of how many of each shape you find.
- Use words such as right/left, front/behind, and top/below to describe, name, and interpret the location of objects.

Measurement

Students use standard units of measurement.

Students learn to recognize size, length, width, weight and units of time.

You can help by having your child:

- Keep track of height in feet and inches from one birthday to the next and discuss the change.
- Use digital clocks and clocks with hands to tell time to the hour and half-hour.
- Use a calendar to identify days, weeks, months, seasons, and special events.
- Name the days of the week in sequential order (*Sunday, Monday, Tuesday, and so on*).

Data Analysis and Probability

Students collect, sort, represent, and analyze data.

Students gather information about their world.

You can help by having your child:

- Sort and classify objects and then record the results. *For example, ask your child to count the number of one-color, two-color, and three-color patterned shirts in his or her closet and record the information in a bar graph.*

Science

Inquiry skills

Students conduct investigations using inquiry skills.

Every day is filled with opportunities to learn science. Students will explore their world by learning the steps of a simple experiment that leads to scientific explanations. They will use scientific words to summarize and explain their discoveries.

You can help by having your child:

- Use reliable sources for gathering information in investigations (e.g., books or educational Web sites).
- Tell how to plan and conduct a simple investigation to solve a problem or answer a question (e.g., to find out how long it takes for a dandelion or a rose to burst into full bloom, or how mold grows).
- Select tools to collect and record information from the investigation (e.g., a magnifying glass, a thermometer).
- Ask questions or make predictions using scientific words.
- Use scientific words when discussing or summarizing the results of the investigation.
- Organize information and find ways to tell others about his investigation.



Ronteona Willis
Mixed Media, "Caterpillar"

Science

Physical Science

Students explore the characteristics of objects, light, motion, heat, and magnetism.

Students will conduct hands-on investigations where they can see, touch, manipulate, and modify materials to explore the characteristics of light, motion, heat, and magnetism.

You can help by having your child:

- Sort objects using observable properties such as color, shape, texture, size, and weight.
- Use standard units of measurement in weighing and measuring objects (*e.g., grams, liters, meters; ounces, pounds, feet*).
- Identify two states of water (*i.e., liquid versus solid*).
- Explore the motion of an object through speed, position, and direction.
- Identify that movement has different speeds (*e.g., slow and fast*).
- Investigate sources of light and heat.
- Explore light and shadows (*e.g., how they change at different times of the day*).

Science

Life Science

Students identify the characteristics of organisms, understand that organisms have life cycles, and study how organisms survive in their environments.

Living things grow, change, and reproduce. Students will group plants and animals based on simple characteristics and examine the basic relationships between living things.

You can help by having your child:

- Compare living and nonliving things.
- Compare characteristics of animal behaviors (*e.g., how they eat, move, communicate, and reproduce*).
- Discuss how animals use their senses (*e.g., sight, smell, touch, hearing*) to explore their worlds.
- Identify the stages of a plant's life cycle.
- Identify the life cycle of an animal (*i.e., birth to death*).
- Compare how the basic needs of human beings are similar to the basic needs of plants and animals (*e.g., all need food, water, and air*).

Earth and Space Science

Students learn to identify the properties of Earth and the objects in the sky.

Students will explore the physical world around them and describe the changes over time. They will observe weather and seasonal changes, and describe how these changes affect the lives of living things.

You can help by having your child:

- Identify different landforms and bodies of water (*e.g., mountains, hills, valleys, canyons, islands, cliffs, streams, lakes, oceans*).
- Talk about how rocks differ based on their physical properties (*e.g., size, hardness, texture, color*).
- Identify the sun as Earth's source of light and heat.
- Draw objects seen in the sky during the night and day.
- Talk about changes on Earth and in the sky (*e.g., weather, seasons, and movement of stars across the sky*).
- Tell how the weather affects living things (*e.g., where people and animals live, the food they eat, their sleep patterns*).

Science

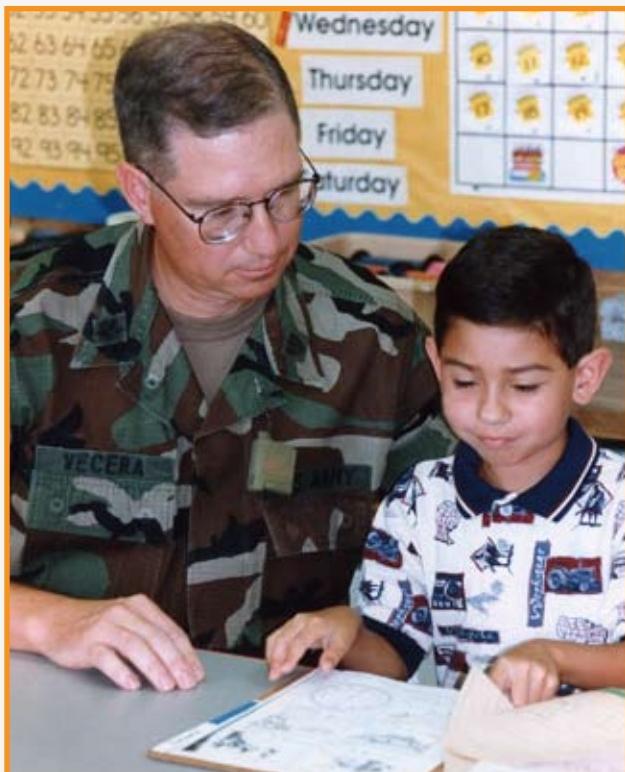
Science and Technology

Students examine simple technology tools.

Students will recognize simple technological tools and how these tools assist them in their classroom and home settings. Using information on how technology supports people, students will develop a simple plan to demonstrate their understanding of a technological tool.

You can help by having your child:

- Identify technological uses and how they can help at home and school (*e.g., a computer, a telephone, a VCR*).
- Design a simple plan and tool to help move an object from one place to another (*e.g., a small, low cart with wheels to move a heavy houseplant*).



Science

Science in Personal and Social Perspectives

Students demonstrate an understanding of science in relationship to self and society.

Students will practice safety when conducting scientific investigations, describe changes and characteristics in a population, identify types of resources, and describe how environments change.

You can help by having your child:

- Practice safety when conducting science activities (*e.g., not taste anything unless he or she is sure it's okay to eat and it's sanitary, wear rubber gloves when handling certain items, wear goggles if something could endanger his or her eyes, minimize the risk of accidents by following certain steps and procedures, follow warnings on labels and instructions, and ask for help from an adult if he or she isn't sure about something or an accident occurs*).
- Identify different populations in the school and community environments (*e.g., students, teachers, and community helpers such as police and firefighters*).
- Tell how things change over a period of time (*e.g., seed to tree; caterpillar to butterfly; lion cub to lion*).
- Identify ways to wisely use classroom materials, supplies, and time.
- Talk about the changes in the classroom environment as the year progresses.
- Practice conservation (*e.g., not wasting paper, glue, crayons*) and ways to improve the environment (*e.g., recycling*).

Science

History and Nature of Science

Students identify science as a human effort.

Students will understand how scientific investigations are used to explore the world within the school and community settings.

You can help by having your child:

- Identify science investigations within the classroom setting.
- Identify community members who use science in their work (e.g., view television programs such as 3-2-1 Contact, Reading Rainbow, Nature, Nova, Newton's Apple, The Voyage of the MIMI, The Crocodile Hunter, and National Geographic and Smithsonian specials which show how science is used in our world).



*Peanellopy Rodriguez
Mixed Media, "Untitled"*

Social Studies

Citizenship

Students learn that citizenship involves ideals, principles, and practices in a democratic republic.

In first grade, citizenship education will emphasize the roles and responsibilities within the family as part of a community.

You can help by having your child:

- Recognize symbols and leaders of the United States.
- Practice the characteristics of good citizenship (*e.g., work, play, and making choices cooperatively in a group*).
- State how he or she and his or her family are part of a community (*e.g., town or city-county-state-United States*).

Culture

Students learn about culture and cultural diversity.

Students will learn vocabulary associated with time, seasons of the year, cultural celebrations, and the family unit. Students will recognize how families differ in other cultures and how they celebrate specific holidays.

You can help by having your child:

- Use appropriate vocabulary for family members (*e.g., aunt, grandmother, grandfather, cousin*).
- Recognize roles of family members and important people (*e.g., create a job chart to show the jobs that your family does at home such as feeding pets, taking out the garbage, and setting the table*).
- Tell how shelters, food, and clothing differ in different cultures (*e.g., discuss how the life of a child in a different country is both similar to and different from his or her own life*).
- Give examples of food and clothing for himself or herself and other family members.
- Talk about customs of specific holidays (*e.g., eating turkey for Thanksgiving Day dinner*).
- Talk about family customs (*e.g., making special holiday cookies*).

Social Studies

Time, Continuity, and Change

Students learn how human beings view themselves over time.

Students will learn about their own family and how it changes over time. They will learn about time in relationship to themselves and their activities.

You can help by having your child:

- Trace family information over time (*e.g., draw a family tree*).
- Compare how people of long ago and people today satisfy similar needs (*e.g., compare early Native American shelters, food, and clothing with his own house, food, and clothing*).
- Distinguish between past, present, and future.
- Tell how the seasons of the year are alike and different.

Space and Place

Students learn about their world and where they fit geographically.

Students will use maps and globes to locate familiar places and geographic features. They will also use maps to explain movement from place to place.

You can help by having your child:

- Use a map to locate and describe familiar places in his home, classroom, school, and community (*e.g., using symbols for buildings, trees, traffic lights, and playgrounds, make a map of your neighborhood*).
- Identify directions (*i.e., north, south, east, and west*) on a map or globe.
- Identify bodies of water (*e.g., oceans, seas*) and land masses (*e.g., continents*) on a globe.
- Explain his or her own movements from place to place (*e.g., how he or she travels to and from home/school, home/park, home/store*).

Social Studies

Individual Development and Identity

Students learn about individual development and identity.

Students will learn to recognize and describe their own emotions and demonstrate responsible behavior within the community.

You can help by having your child:

- Identify and describe various kinds of emotions (*e.g., sad, happy, angry*).
- Demonstrate personal responsibilities (*e.g., chores he does at home*).
- Show respect and concern for the rights of others.
- Recognize the value of community and the need to belong (*e.g., recognize that people in a community can help others and make a positive difference in others' lives*).

Individuals, Groups, and Institutions

Students learn about the relationships of the family as a unit and within the community.

Students will learn how the family is part of a community. They will explore the different roles of others within the community and the interaction of the family with community helpers.

You can help by having your child:

- Tell how a community depends on community helpers (*e.g., police, firefighters, and mail carriers*).
- Share experiences from walks and trips to places in the community (*e.g., to a fire station, a post office, a health clinic*).



Social Studies

Production, Distribution and Consumption

Students study how people organize for the production, distribution, and consumption of goods and services.

Students will identify the basic needs of families and understand that families use money to buy some of their needs. They will recognize that transportation helps to move goods from factory to store and from place to place (e.g., from country to country). They will explore how needing something is different from wanting something.

You can help by having your child:

- Talk about how his or her family depends upon workers with specialized skills (e.g., **firefighters to put out fires, farmers to grow crops**).
- Understand how goods are distributed from one place to another (e.g., **by trucks, trains, planes**).
- Tell the difference between a “need” and a “want” in the distribution of goods (i.e., **“needs” are things we must have to live, and “wants” are things we would like to have**-e.g., **warm clothing for winter versus a new bike**).
- Recognize the value of coins and bills, and understand how money is used in the purchase of goods and services.

Power, Authority, and Governance

Students study the structure of power and authority.

Students will recognize the difference between rules and laws. They will understand the need for rules, and will participate in rule making in and out of the classroom.

You can help by having your child:

- Explain the need for rules and appropriate behavior at home, in school, and in the community.
- Tell what happens when someone breaks a rule in one of these settings.
- Understand and explain that voting is a way to make a decision and change the structure of power.

Social Studies

Science, Technology, and Society

Students study the relationships among science, technology, and society.

Students will identify some important natural resources in our country and explain why they are valuable. They will identify ways to care for and protect our natural resources, recognizing that they themselves can make a difference in the environment.

You can help by having your child:

- Identify examples of pollution (*e.g., litter; polluted lakes, rivers, and air*).
- Recycle, reuse, and reduce waste (*e.g., recycle cardboard, paper, and glass; use recycled paper*).
- Tell how the physical environment influences a family's food, clothing, and shelter.

Global Connections

Students learn how they connect and depend on others in a global society.

Students will study the interdependence within their family structure and a global society.

You can help by having your child:

- Develop communication skills for relating to individuals and groups.
- Define basic concepts of cooperation, conflict, and competition in a global society (*e.g., the United Nations, wars, the Olympics*).



Notes

Appendix

Resources for Children

Read-Aloud Books

Fiction

- Browning, Sheri. *All Tutus Should Be Pink!* New York: Scholastic, 1992.
- Corey, Shana. *Players in Pigtails*. New York: Scholastic, 2003.
- Cushman, Doug. *Space Cat*. New York: HarperCollins, 2004.
- French, Jackie. *Too Many Pears!* Long Island City, NY: Star Bright Books, 2003.
- Griffin, Andrea. *Dig!* Orlando, FL: Silverwhistle/Harcourt, 2004.
- Hall, Bruce Edward. *Henry and the Kite Dragon*. New York: Penguin Group, 2004.
- Hest, Amy. *Mr. George Baker*. Cambridge, MA: Candlewick Press, 2004.
- Hopkinson, Deborah. *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains*. New York: Simon & Schuster, 2004.
- Jenkins, Steve. *Actual Size*. Boston: Houghton Mifflin Co., 2004.
- Jinkins, Jim. *Pinky Dinky Doo: Where Are My Shoes?* New York: Random House, 2004.
- Kasza, Keiko. *My Lucky Day*. New York: Penguin Group, 2003.
- Kaufman-Orloff, Karen. *I Wanna Iguana*. New York: Penguin Group, 2004.
- Lin, Grace. *Fortune Cookie Fortunes*. New York: Random House, 2004.
- Look, Lenore. *Ruby Lu, Brave and True*. New York: Simon & Schuster, 2004.
- Lucas, David. *Halibut Jackson*. New York: Random House, 2004.
- Manzano, Sonia. *No Dogs Allowed!* New York: Simon & Schuster, 2004.
- Pallotta, Jerry. *The Beetle Alphabet Book*. Watertown, MA: Charlesbridge Publishing, 2004.
- Pow, Tom. *Tell Me One Thing, Dad*. Cambridge, MA: Candlewick Press, 2004.
- Roth, Carol. *Who Will Tuck Me In Tonight?* New York: North-South Books, 2004.

Resources for Children

- Stanley, Diane. *The Giant and the Beanstalk*. New York: HarperCollins, 2004.
- Uegaki, Chieri. *Suki's Kimono*. Tonawanda, NY: Kids Can Press, 2004.
- Vaughan, Marcia K. *Up the Learning Tree*. New York: Lee & Low Books, 2003.
- Weeks, Sarah. *If I Were a Lion*. New York: Simon & Schuster, 2004.
- Zhiyuan Chen. *Guji Guji*. La Jolla, CA: Kane/Miller Book Publishers, 2004.

Nonfiction

- Crowley, Joy. *Red-Eyed Tree Frog*. New York: Scholastic, 2000.
- Ghigna, Charles. *Animal Tracks: Wild Poems to Read Aloud*. New York: Harry N. Abrams, 2004.
- Kottke, Jan. *A Day with a Mail Carrier*. New York: Scholastic, 2000.
- Patent Hinshaw, Dorothy. *The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog*. New York: Walker & Co., 2004.
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Recommended Reading Websites

- Buddy's Bearded Collie Literacy Notebook — <http://www.skylinec.net/~scarfone/buddy.htm> — Reading and writing activities.
- Child Fun — <http://www.childfun.com/themes/letters.shtml> — Alphabet games and activities.
- Magic School Bus — <http://www.scholastic.com/magicschoolbus/home.htm> — Activities for children.
- PapaJan — <http://abc-read.com/write.html> — ABCs of reading.
- Talespin — <http://www.pitara.com/talespin/folktales.asp> — Children's folktales and stories.
- United States Department of Education — <http://www.ed.gov/pubs/CompactforReading/index.html> — Materials for families to ensure children have good reading skills; includes 400 activities for K–3 students.
- United States Department of Education — <http://www.udel.edu/ETL/RWN/Encourage.html> — Reading and writing activities.

Resources for Children

- University of Florida — <http://web.uflib.ufl.edu/cm/africana/children.htm>
— African children's literature.

Read-Aloud Mathematics Books

- Amato, William. *Math On The Playground*. New York: Scholastic, 2002.
- Ehlert, Lois. *Planting A Rainbow*. New York: Voyager Books, 2003.
- Hall, Kirsten. *What A Mess!: All About Numbers*. New York: Scholastic, 2002.
- Harvey, Jayne. *Busy Bugs: A Book About Patterns*. New York: Penguin Group, 2003.
- Krauss Melmed, Laura. *This First Thanksgiving Day: A Counting Story* New York: HarperTrophy, 2001.
- Lieurance, Suzanne. *Pennies*. New York: Scholastic, 2002.
- Miranda, Anne. *Monster Math*. New York: Voyager Books, 2002.
- Murphy, Stuart J. *Bug Dance*. New York: HarperTrophy, 2002.
- Murphy, Stuart J. *Double The Ducks*. New York: HarperTrophy, 2003.
- Pallotta, Jerry. *Ocean Counting: Odd Numbers*. Watertown, MA: Charlesbridge Publishing, 2004.
- Ribke, Simone T. *Garden Full Of Sizes*. New York: Scholastic, 2004.
- Ribke, Simone T. *Shapes We Eat* New York: Scholastic, 2005.
- Roberson, Erin. *All About Money*. New York: Scholastic, 2004.
- Roche, Denis. *Can You Count Ten Toes?: Count to 10 in 10 Different Languages*. Boston: Houghton Mifflin Co., 1999.
- Rockwell, Anne F. *100 School Days*. New York: HarperTrophy, 2002.
- Slobodkina, Esphyr. *Caps for Sale: A Tale of a Peddler, Some Monkeys, and Their Monkey Business*. New York: Scholastic, 1987.
- Thompson, Lauren. *Little Quack*. New York: Simon & Schuster 2004.
- Wells, Rosemary. *Bunny Party*. New York: Penguin Group, 2003.
- Wells, Rosemary. *Emily's First 100 Days Of School*. New York: Penguin Group, 2005.
- Williams Aber, Linda. *Grandma's Button Box*. La Jolla, CA: Kane/Miller Book Publishers, 2002.
- Williams, Rozanne Lancza. *Coin Counting Book*. Watertown, MA: Charlesbridge Publishing, 2001.

Resources for Children

- Wortzman, Ricki. *Math Detectives: Finding Fun In Numbers*. New York: Sterling Publishing, 2003.

Recommended Mathematics Websites

- Education by Design Kids Activities — <http://www.edbydesign.com/kidsact.html> — Online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.
- Everyday Mathematics — <http://www.everydaymath.com> — Games and activities to build math knowledge.
- Kids Math Syvum Book — <http://www.syvum.com/math/arithmetic/level1.html> — Arithmetic problems and math exercises for kids.
- Math Cats Magic Chalkboard — <http://www.mathcats.com/> — Math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, tessellations, geometric designs, and games.
- Math Is Fun — <http://www.mathisfun.com/> — Math games and activities you can play with your child to help in understanding numbers and math concepts.
- Quia Mathematics Activities — <http://quia.com/dir/math> — Activities to practice addition, subtraction, multiplication, division, and rounding.
- Teach R Kids Math — <http://www.teachrkids.com/> — Math for elementary school kids.
- United States Department of Education — <http://www.ed.gov/parents/academic/help/math/index.html> — Fun activities to strengthen math skills and build a positive attitude toward math.

Read-Aloud Science Books

- Aber, Linda Williams. *Carrie Measures Up*. New York: Kane Press, 2001.
- Bauer, Marion Dane. *Snow*. New York: Simon & Schuster, 2003.
- Bressesen, Brooke. *Look Who Lives in the Desert! Bouncing and Pouncing, Hiding and Gliding, Sleeping and Creeping*. Phoenix, AZ: Arizona Highways, 2004.
- Bullock, Linda. *Looking Through a Microscope*. New York: Scholastic, 2003.

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- Bullock, Linda. *You Can Use a Balance*. New York: Scholastic, 2003.
- Curry, Don L. *Take Care of Your Teeth*. New York: Scholastic, 2005.
- Dussling, Jennifer. *Rainbow Mystery*. New York: Kane Press, 2001.
- Hall, Kirsten. *Big Race: All About Safety*. New York: Scholastic, 2005.
- Kulling, Monica. *Eat My Dust! Henry Ford's First Race*. New York: Random House, 2004.
- Kurtz, Jane. *Mister Bones: Dinosaur Hunter*. New York: Simon & Schuster, 2004.
- Murphy, Patricia J. *Back and Forth*. New York: Scholastic, 2002.
- Sill, Cathryn. *About Amphibians: A Guide for Children*. Atlanta, GA: Peachtree Publishers, 2004.
- Trumbauer, Lisa. *All About Light*. New York: Scholastic, 2004.
- Trumbauer, Lisa. *What Is Gravity?* New York: Scholastic, 2004.



Resources for Children

Recommended Science Websites

- About.com The Human Internet - <http://kidscience.miningco.com/msub15.htm> - science/nature for kids.
- Canadian Broadcasting Corporation (CBC) - <http://www.cbc4kids.ca/general/time/default.html> - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.
- Discovery Channel - <http://school.discovery.com/sciencefaircentral/> - many activities and games on science concepts.
- Disney Family Page - <http://family.go.com> - activities, learning opportunities, parenting techniques, and more.
- Early Childhood Math and Science Activities - http://members.tripod.com/~Patricia_F/mathscience.html - science and math activities for ages 3 to 10.
- The Franklin Institute Online - <http://www.fi.edu/tfi/activity/> - science activities for children 5-12 years of age.
- National Geographic.com - <http://www.nationalgeographic.com/kids/index.html> - games, activities, and articles for children.
- NASA's Space Science Activities for Students - <http://www.nasa.gov> - space science activities for elementary students.
- Science Nature for Kids - <http://kidscience.about.com/cs/theenvironment/> - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.
- The Science Spiders - <http://www.sciencespiders.com/TheScienceSpiders/default.htm> - science books and activities for children ages 3 to 10.
- Sesame Street - www.sesameworkshop.org - includes safety tips for kids, family activities, health information, children's education, and parenting tips.
- United States Department of Education - <http://www.ed.gov:80/pubs/parents/Science/index.html> - Helping Your Child Learn Science.
- United States Department of Education - <http://www.ed.gov/pubs/parents/Science/Introduction.html> - ways to help children learn science.
- Yahoo - http://www.yahooligans.com/Science_and_Nature/ - links to science websites for kids.

Resources for Children

Read-Aloud Social Studies Books

- Burton, Virginia. *Mike Mulligan and His Steam Shovel*. Boston: Houghton Mifflin, 1938.
- Caines, Jeannette. *I Need a Lunchbox*. New York: Harper Collins, 1993.
- Chin, Steven. *A Dragon Parade*. Austin, TX: Steck-Vaughn, 1993.
- Cummings, Pat. *Clean Your Room Harvey Moon*. New York: Macmillan Children's Group, 1994.
- Fritz, Jean. *George Washington's Breakfast*. New York: G. P. Putnam's Sons, 1983.
- Hopkins, Lee Bennett. *Weather*. New York: Harper Collins Publishers, 1994.
- Johnston, Tony. *The Quilt Story*. New York: G. P. Putnam's Sons, 1985.
- Koch, Michelle. *World Water Watch*. New York: Greenwillow Books, 1993.
- Kunhardt, Edith. *Honest Abe*. New York: Greenwillow Books, 1993.
- London, Jonathan. *Like Butter on Pancakes*. New York: Viking, 1995.
- Maestro, Betsy, & Maestro, Guirol. *The Story of the Statue of Liberty*. New York: Lothrop, Lee, & Shepard, 1986.
- Marzollo, Jean. *Happy Birthday, Martin Luther King*. New York: Scholastic, 1993.
- McDermott, Gerald. *Coyote: A Trickster Tale from the American Southwest*. San Diego, CA: Harcourt Brace, 1994.
- Radin, Ruth Yaffee. *High in the Mountains*. New York: Macmillan Publishing Co., 1989.
- Ryder, Joanne. *Earthdance*. New York: Henry Holt and Co., 1999.
- Saint-James, Synthia. *The Gifts of Kwanzaa*. Morton Grove, IL: Albert Whitman & Co., 1994.
- Stevens, Janet (**Adapter**). *Tops and Bottoms*. San Diego, CA: Harcourt Brace & Co., 1995.
- Watson, Wendy. *Hurray for the Fourth of July*. Boston: Houghton Mifflin Co., 1992.

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Recommended Social Studies Websites

- Early Childhood Social Studies — http://patricia_f.tripod.com/ssmotor.html — Large collection of activities to help young children learn about themselves and the world in which they live.
- Explorations 4 Kids — <http://www.gomilpitas.com/homeschooling/explore/activism.htm> — A directory of Web sites for learning.
- Fun Social Studies — <http://www.funsocialstudies.com/> — A child-friendly environment for learning social studies, with articles and links primarily aimed at children from 7 to 12.
- National Geographic — <http://www.nationalgeographic.com/kids/> — Games, contests, articles, and activities.
- National Geographic Xpedition — <http://www.nationalgeographic.com/xpeditions/hall/index.html> — An interactive “museum” that takes children on geography journeys.
- National History Museum: London — <http://www.nhm.ac.uk/interactive/index.html> — Exhibits and activities, as well as research projects, features, and related sites.
- United States Department of Education — <http://www.kidsource.com/kidsource/content/history.html> — Activities to help children from 4 to 11 learn history.
- The Wagon Train — <http://www.siec.k12.in.us/~west/proj/lincoln/> — A picture gallery, an Internet treasure hunt, and class activities.
- Yahooligans — http://www.yahooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore — A mythology and folklore site.



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- *Department of Defense Education Activity (DoDEA) Content Standards for Mathematics*, January 2000.
- *Department of Defense Education Activity (DoDEA) Content Standards for Science*, 1997.
- *Department of Defense Education Activity (DoDEA) Content Standards for Social Studies*, draft as of March 2000.
- *Discovery Works*. Houghton Mifflin Science, 2000.
- *Helping Your Child Learn Science*. Nancy Paulu and Margery Martin. U.S. Department of Education, June 1991.
- *Mathematics, The Path to Math Success—Grade One*. Silver Burdett Ginn, 1999.
- *Mega Skills, How Families Can Help Children Succeed in School and Beyond*. Dorothy Rich. Houghton Mifflin Company, 1988.
- *My World*. McGraw-Hill School Division, 2001.
- *Parents On Your Side*. Lee Carter and Marlene Carter. Lee Carter and Associates, 1991.
- *Performance Standards, Volume I, Elementary School*. Learning Research and Development Center of the University of Pittsburgh and the National Center on Education and the Economy, 1998.
- *Promoting Your School*. Carolyn Warner. Corwin Press, 1994.
- *Reading and Writing Grade by Grade*. New Standards Primary Literacy Committee. National Center on Education and the Economy and the University of Pittsburgh, 1999.
- *Science at Home*. Curriculum Associates, Inc., 1997.
- *Speaking and Listening for Preschool Through Third Grade*. New Standards Speaking and Listening Committee. National Center on Education and the Economy and the University of Pittsburgh, 2001.
- *Spotlight on Standards in the Classroom*. Red Clay Consolidated School District. Office of Standards and Curriculum, 1999.
- *The Creative Curriculum for Early Childhood*. Diane Trister Dodge and Laura J. Colker. Teaching Strategies, Inc., 1996.

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- *What Parents Need to Know About Reading and Writing.* National Center on Education and the Economy and the University of Pittsburgh, 2000.
- *Working Parents Can Raise Smart Kids.* John E. Beaulieu and Alex Granzin. Parkland Press, 1999.
- *Yardsticks, Children in the Classroom Ages 4-12.* Chip Wood. Northeast Foundation for Children, 1996.

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- "Continuing on Track... As Your Child Grows and Learns." Child Trends. <http://www.childtrends.org>, accessed 10 August 2001.
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- "Early Literacy Handbook." LBJ School of Public Affairs. Just for the Kids. <http://www.just4kids.org/>, accessed 10 September 2001.
- "Helping Your Child Succeed in School." Dorothy Rich. Kid Source Online. <http://www.kidsouce.com/kidsouce/pages/Education.html>, accessed 8 August 2001.
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- "How to Get Ready for a New School Year." Jeanne Allen. Center For Education Reform. <http://www.edreform.com/pubs/parent.htm>, accessed 6 Aug. 2001.
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